

ISTAR-KR Matrix: English/Language Arts
OSEP Outcome 1, 2, 3

Core Standard1: Word Recognition, Fluency and Vocabulary Development						
Demonstrates awareness of sounds						
0	1	2	3	4	5	
No Evidence	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	Distinguishes sounds within words	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Alerts to/ facial expression changes and locates sounds in the environment (e.g. primary caregiver voice, pet, door bell)</i>	<i>Responds to sounds in the environment</i>	<i>Produces a variety of sounds</i>	<i>Produces and blends the sounds of letter patterns into recognizable words</i>	<i>Compares sounds of different words</i>	<i>Distinguishes sounds within words</i>
	<i>Finds hidden sound directly above and behind</i>	<i>Emulates sounds in the environment</i>	<i>Blends individual sounds into words</i>	<i>Matches sound that begins own name with the sound that begins another word or name</i>	<i>Distinguishes sounds within words</i>	<i>Distinguishes beginning sounds in single-syllable words</i>
		<i>Repeats sounds from familiar song, book</i>	<i>Repeats words from familiar song or book</i>	<i>Identifies words that sound alike</i>	<i>Identifies a new word from a word with a missing sound</i>	<i>Distinguishes middle sounds in single-syllable words</i>
		<i>Produces strings of sounds while looking at a book</i>	<i>Repeats a word from a spoken sentence string</i>	<i>Identifies words that rhyme</i>	<i>Identifies the beginning and ending sounds of a word</i>	<i>Distinguishes ending sounds in single-syllable words</i>
		<i>Acknowledges when sounds are the same or different</i>	<i>Identifies words from a spoken sentence</i>	<i>Produces words that rhyme with oral prompts</i>	<i>Identifies how many sounds are heard</i>	<i>Recognizes different vowel sounds in orally stated single-syllable words</i>
			<i>Identifies differences in letter sounds</i>		<i>Orders sounds heard</i>	<i>Recognizes that vowels' sounds can be represented by different letters</i>
			<i>Blends consonant—vowel-consonant sounds to make words</i>		<i>Identifies changes in three sounds when one sound is added, substituted, omitted, moved or repeated</i>	<i>Creates a list of rhyming words</i>
						<i>States a list of rhyming words</i>
						<i>Changes sounds as letters in words changes</i>
						<i>Blends two to four phonemes into recognizable words</i>
						<i>Generates sounds from letters</i>
						<i>Generates sounds from consonant blend patterns</i>

Demonstrates awareness of symbols						
0	1	2	3	4	5	
No Evidence	Responds to familiar pictures	Labels familiar pictures	Recognizes familiar symbols	Compares, combines, and orders letters and letter sounds	Recognizes that letters make words and words make sentences	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Reacts to pictures of familiar people</i>	<i>Responds to familiar pictures</i>	<i>Labels familiar pictures of objects used in everyday routines</i>	<i>Recognizes familiar symbols, e.g., restaurants, favorite foods, letters, numbers</i>	<i>Compares, combines, and orders letters and letter sounds</i>	<i>Recognizes that letters make words and words make sentences</i>
	<i>Reacts to recognizable features in print</i>	<i>Names familiar people in pictures</i>	<i>Identifies familiar signs, logos, product labels, or other environmental print</i>	<i>Recognizes and names all capital letters in random order</i>	<i>Reads one syllable words</i>	<i>Reads words with two vowels together that make one sound</i>
	<i>Finds named pictures or textures in book</i>	<i>Names familiar objects in pictures</i>	<i>Identifies letters of own name</i>	<i>Recognizes and names all lower case letters in random order</i>	<i>Reads common sight words, e.g., go, stop, in, out, dog, cat, boy, girl</i>	<i>Reads words with vowel sounds that change when followed by "r"</i>
	<i>Points to pictures in a book</i>	<i>Names familiar actions in pictures</i>	<i>Produces sounds from letters in own name</i>	<i>Puts letters, shapes, cards or tiles in alphabetical order</i>	<i>Recognizes that sentences in print are made up of words</i>	<i>Reads common words patterns</i>
	<i>Makes sounds related to pictures to demonstrate an understanding of the picture</i>	<i>Matches pictures to actual objects</i>	<i>Points to and names some letters</i>	<i>Matches all consonant sounds to appropriate letters</i>	<i>Tells a story referencing letters, words and sentences</i>	<i>Reads aloud fluently in familiar text</i>
	<i>Makes sounds related to pictures to demonstrate an understanding of the picture</i>		<i>Distinguishes letters from words</i>	<i>Matches same letter written in different styles</i>	<i>Recognizes words that look alike may sound alike</i>	
				<i>Changes sounds as letters in words change</i>		

Core Standard 2 & 3: Reading Informational and Literary Text						
Uses print for pleasure and information						
0	1	2	3	4	5	
No Evidence	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	Chooses reading activities for meaning	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Looks at picture with interest</i>	<i>Engages with a book</i>	<i>Imitates proper handling of books</i>	<i>Distinguishes print from pictures</i>	<i>Orients to print in books</i>	<i>Chooses reading activities for meaning</i>
	<i>Explores a book</i>	<i>Opens a book</i>	<i>Tells about pictures on a page using a mix of simple phrases and simple sentences</i>	<i>Follows words from left to right on the printed page</i>	<i>Intentionally selects material to provide information</i>	<i>Identifies the author of a reading selection</i>
	<i>Jointly attends to pictures in books for several minutes</i>	<i>Turns pages from front to back</i>	<i>Points to words in book while telling story</i>	<i>Follows words from top to bottom on the printed page</i>	<i>Requests a book by title</i>	<i>Identifies the illustrator of a reading selection</i>
		<i>Turns one page at a time</i>	<i>Points to letter when asked</i>	<i>Follows printed words as a story is read or caption in video is played</i>	<i>Locates the title of a book</i>	<i>Identifies the table of contents of a reading selection</i>
		<i>Pretends to read a book aloud using jargon and combination of real words</i>	<i>Holds book right-side up based on orientation of pictures</i>	<i>Follows pages that accompany a story or audiotope or CD</i>	<i>Locates the name of the author on a book</i>	<i>Responds to who, what, when, where, why and how questions</i>

		<i>Differentiates the care of a book from the care of a toy</i>		<i>Tells a story while correctly holding a book</i>		<i>Discusses the main idea of what is read</i>
						<i>Uses context to understand word and sentence meanings</i>
						<i>Relates prior knowledge to what is read</i>

Comprehends details, events and main ideas						
0	1	2	3	4	5	
No Evidence	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	Retells familiar stories	Comprehends and responds to stories	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Anticipates actions, sounds, phrases from a predictable game or story</i>	<i>Reacts to a story or event</i>	<i>Identifies details from a story or picture</i>	<i>Talks about characters and settings</i>	<i>Retells familiar stories</i>	<i>Comprehends and responds to stories</i>
	<i>Reacts to new situations based on the memory of a previous event</i>	<i>Names objects from pictures book</i>	<i>Identifies and describes characters in a story</i>	<i>Tells simple stories from picture books</i>	<i>Uses pictures, cues, illustrations to aid in comprehension</i>	<i>Identifies and describes the plot in a story</i>
	<i>Selects a book based on familiarity</i>	<i>Points to actions in pictures</i>	<i>Tells something that a favorite character does in a story</i>	<i>Re-enacts stories</i>	<i>Identifies characters, settings and important events in a story</i>	<i>Confirms predictions about what will happen next in a story</i>
	<i>Listens with interest to stories read aloud</i>	<i>Identifies animals and people in pictures</i>	<i>Imitates parts of stories</i>	<i>Answers simple questions about characters, plot, outcome of story read aloud</i>	<i>Connects the information and events in stories to life experiences</i>	<i>Responds appropriately to questions about text that is read</i>
		<i>Recalls an event while looking at pictures</i>	<i>Describes pictures of places in books</i>	<i>Retells a story's beginning, middle, end of story</i>	<i>Uses vocabulary heard in stories in oral language</i>	
			<i>Talks about actions in pictures of family members, pets, self</i>		<i>Distinguishes fantasy from reality</i>	
			<i>Expresses what might happen after the action in a picture</i>		<i>Uses pictures, cues, illustrations to draw conclusions or make predictions about story content</i>	
			<i>Asks questions and makes comments about story being read</i>			
			<i>Talks about the cover and illustrations prior to story being read</i>			

Core Standard 4 & 5: Writing Informational and Literary Text						
Writing for a specific purpose and audience						
0	1	2	3	4	5	
No Evidence	Intentionally makes marks or scribbles	Associates writing with purpose	Creates writing with the intention of communicating	Produces recognizable writing that conveys meaning	Gathers ideas for writing for a purpose	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Uses fingers to make marks in substances</i>	<i>Intentionally makes marks or scribbles</i>	<i>Associates writing with purpose</i>	<i>Creates writing with the intention of communicating</i>	<i>Produces recognizable writing that conveys meaning</i>	<i>Gathers ideas for writing for a purpose</i>
	<i>Attempts to write and draw</i>	<i>Draws approximations of shapes of objects to communicate</i>	<i>Draws pictures and scribbles to generate and express ideas</i>	<i>Writes using letters, pictures and words</i>	<i>Gets ideas for writing from books and other media</i>	<i>Discusses ideas for writing</i>
		<i>Requests someone else draws a picture or writes a message</i>	<i>Uses writing or symbols to share an idea with someone</i>	<i>Writes phonetically spelled words</i>	<i>Discusses ideas for writing</i>	<i>Selects a focus for group stories or other writing</i>
			<i>Gives meaning to own writing</i>	<i>Uses writing to label drawings</i>	<i>Records and orders ideas for writing</i>	<i>Revises writing for others to read</i>
			<i>Tells a story for someone else to write</i>	<i>Adds writing to a picture story</i>	<i>Gives writing to someone for a purpose (e.g. greeting card, invitation)</i>	<i>Selects a topic of research</i>
						<i>Poses relevant and focused questions</i>
						<i>Determines what information is needed</i>
						<i>Locates and selects sources of useful information</i>
						<i>Cites the title of a source of information</i>
						<i>Categorizes and classifies information</i>
						<i>Writes brief narratives describing an experience</i>
						<i>Writes brief descriptions of real objects, people, places or events</i>
						<i>Uses descriptive words when writing</i>
						<i>Identifies and writes for different purposes</i>

Core Standard 6: English Language Conventions						
Uses writing implements						
0	1	2	3	4	5	
No Evidence	Grasps writing tools	Imitates specific writing strokes to make a picture	Copies specific writing marks	Approximates writing strings of letters	Writes from left to right, spacing letters correctly	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Holds writing tool in any way</i>	<i>Grasps writing tools</i>	<i>Imitates specific writing strokes to make a picture</i>	<i>Copies specific writing marks</i>	<i>Approximates writing strings of letters</i>	<i>Writes from left to right, spacing letters correctly</i>
	<i>Attempts to makes marks with writing tools</i>	<i>Imitates drawing a horizontal line</i>	<i>Copies a vertical line</i>	<i>Combines strokes and shapes to represent letters</i>	<i>Spaces letters correctly</i>	<i>Prints uppercase letters</i>
		<i>Imitates drawing a vertical line</i>	<i>Copies a horizontal line</i>	<i>Draws an approximation of a spoken number</i>	<i>Writes from left to right</i>	<i>Prints lowercase letters</i>
		<i>Imitates drawing a circle</i>	<i>Copies a circle</i>	<i>Writes a known letter or approximations of letter</i>	<i>Shapes capital and lower case letters correctly</i>	<i>Legibly prints words and sentences</i>
		<i>Draws at top or bottom of page when requested</i>		<i>Writes letters in strings</i>		<i>Spaces letters correctly</i>
				<i>Writes more than one word correctly</i>		<i>Spaces words appropriately</i>
						<i>Spaces sentences appropriately</i>
						<i>Uses complete simple sentences in writing</i>
						<i>Identifies and correctly uses plural nouns in writing</i>
						<i>Identifies and correctly uses singular nouns in writing</i>
						<i>Uses periods at the end of sentences</i>
						<i>Uses exclamation points</i>
						<i>Uses question marks</i>
						<i>Capitalizes first word of sentence</i>
						<i>Capitalizes names of people</i>
						<i>Capitalizes the pronoun "I"</i>

Core Standard 7: Listening and Speaking						
Demonstrates Receptive Language						
0	1	2	3	4	5	
No Evidence	Responds to cues in the environment	Responds to familiar gestures and words	Follows a familiar verbal or signed direction	Follows an unfamiliar direction	Follows directions with steps and descriptors	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Actively attends to things that an adult is showing</i>	<i>Responds to cues in the environment</i>	<i>Responds to familiar gestures and words</i>	<i>Follows an unfamiliar verbal or signed direction</i>	<i>Follows an unfamiliar direction</i>	<i>Follows directions with steps and descriptors</i>
	<i>Recognizes others</i>	<i>Responds to own name</i>	<i>Follows one-step spoken directions</i>	<i>Follows unfamiliar directions involving out of sight objects</i>	<i>Follows two step unrelated directions, e.g., "Put away your toys and come inside."</i>	<i>Listens attentively</i>
	<i>Responds to the arrival of a familiar person</i>	<i>Finds named pictures or textures in books</i>	<i>Answers simple "who", "what" and "where" questions about personal experiences</i>	<i>Follows directions in new places</i>	<i>Follows directions embedded with qualities (e.g., "Walk slowly and get the red book on the shelf.")</i>	<i>Asks questions for clarification and understanding</i>
	<i>Watches speaker's face when spoken to</i>	<i>Gives an object when asked</i>	<i>Answers simple questions related to familiar activities, events, stories</i>	<i>Answers "if...what" questions, e.g., "If you fill a cup with too much water, what will happen?"</i>	<i>Follows directions embedded with reasons (e.g. "Get your coat, it is time to go.")</i>	<i>Gives, restates and follows two-step directions</i>
	<i>Responds to familiar voices and noises (e.g. smiling, stopping to cry)</i>	<i>Responds to short phrases (e.g. "Where's mama?")</i>		<i>Asks clarifying questions, We're going to ride on an escalator. Child says, "What's that?"</i>		<i>Relates the sequence of story events by answering who, what, when, where, why and how questions</i>
		<i>Waves "hello" and "bye-bye" when prompted</i>		<i>Follows related two-step directions, e.g. Please wash your hands and go to the table for lunch.</i>		<i>Relates an important life event or personal experience in a simple sentence</i>
		<i>Responds to "No"</i>				
		<i>Uses pointing for learning new vocabulary</i>				

Demonstrates Expressive Language							
0	1	2	3	4	5	6	
No Evidence	Uses gestures or sounds to communicate	Uses single words to communicate	Uses two-word phrases or signs	Uses simple phrases and sentences with simple grammatical rules	Uses varied grammar in expression	Shares information and ideas to describe, explain, predict	Do Not Rate this box. Skills below are what is to be learned next.
	<i>Uses single words, signs, symbols or gestures to communicate</i>	<i>Uses gestures or sounds to communicate</i>	<i>Uses single words to communicate</i>	<i>Uses two-word phrases or signs</i>	<i>Uses simple phrases and sentences with simple grammatical rules</i>	<i>Uses varied grammar in expression</i>	<i>Shares information and ideas to describe, explain, predict</i>
	<i>Participates in back and forth vocal play</i>	<i>Imitates words on request while looking at pictures</i>	<i>Uses two-word vocalizations, signs, symbols or gestures to tell about objects and events in the present</i>	<i>Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in the recent past and near future</i>	<i>Repeats simple sentences as presented</i>	<i>Speaks in complete and coherent sentences</i>	<i>Stays on topic when speaking</i>
	<i>Imitates one-word vocalization/signs such as "more" "all gone" "mine"</i>	<i>Names familiar objects</i>	<i>Uses an expressive vocabulary of at least 50+ words</i>	<i>Imitates a series of three numbers or unrelated words</i>	<i>Uses 6-word sentences</i>	<i>Uses a logical sequence to share a story or experience</i>	<i>Recites poems, rhymes, songs, stories</i>
	<i>Uses consonant-vowel combinations that may sound like "real" words</i>	<i>Speaks intelligibly approximately 25% of the time</i>	<i>Uses an action or place word with a noun (e.g. "daddy home" "kitty eat")</i>	<i>Communicates recent experiences using at least one attribute word</i>	<i>Uses more than one descriptor word in a sentence</i>	<i>Describes people, places, things, locations and actions</i>	<i>Retells a story's beginning, middle, ending</i>
	<i>Varies pitch, length, and volume of vocalizations to express wants and needs</i>	<i>Uses pronouns "you", "me", "mine" and "I"</i>	<i>Uses negation (e.g. not, can't)</i>	<i>Gives age and gender upon request</i>	<i>Uses conjunctions</i>	<i>Recites short poems, rhymes, songs, stories</i>	
	<i>Produces vocalizations with correct inflection of questions and exclamations</i>	<i>Uses single action and location words(e.g. "up" "jump")</i>	<i>Imitates words on request while looking at pictures</i>	<i>Produces most consonants meaningfully at the beginning and end of words, (excluding r, l, th, v, ch, sh blends)</i>	<i>Uses possessive and objective pronouns</i>	<i>Produces most consonants meaningfully at the beginning and end of words (excluding r, l, th, s)</i>	
		<i>Uses at least 6 different consonant sounds (e.g. m, n, p, b, t, d, k, g, w, y)</i>	<i>Speaks intelligibly approximately 50% of the time</i>	<i>Produces all vowels meaningfully in the middle of words</i>	<i>Uses grammatical word order</i>	<i>Speaks intelligibly approximately 90% of the time</i>	
			<i>Gives first and last name upon request</i>	<i>Speaks intelligibly approximately 75% of the time</i>	<i>Uses more than one descriptor word in a sentence</i>	<i>Answers "why" questions</i>	
			<i>Asks for help</i>	<i>Uses plurals</i>	<i>Uses auxiliary (helper) verbs, e.g., will, can, am, have</i>		
			<i>Uses a variety of speech sounds meaningfully including (e.g. m, n, ng, p, b, t, d, k, g, w, y)</i>	<i>Uses pronouns – he, she, they, it</i>			
				<i>Uses progressive verbs (ing)</i>			

				<i>Uses regular past tense verbs (ed)</i>			
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